

Update on School Counselor Preparation SBE Presentation, April 2012

Office of Professional Preparation
Services



Background of School Counseling in Michigan

- Initial school counselor rules adopted in 1971
 - Requirements included:
 - Applicant had to possess a currently valid Michigan teaching certificate
 - Successful completion of an approved counselor education program of not less than 18 semester hours of credit.



Role of the School Counselor

- Administrative rule defines a number of roles in which school counselors serve, including:
 - Providing guidance to pupils utilizing technology, career development theory, educational information, and occupational information
 - Designing, implementing, and evaluating a guidance and counseling program focusing on the career, academic, personal, social, and emotional; and developmental needs of all pupils

Role of School Counselor

- Challenges of having a heavy student load:
 - American School Counselor Association (ASCA) recommended ratio of students to counselors is 250:1
 - National Average: 479:1
 - Michigan: 634:1 (ASCA, 2005)

Administrative Rules Revised in 2006

- Comprehensive and are aligned with the American School Counselor Association's National Model.
- National Model supports a K-12 school's overall mission by promoting academic achievement, career planning and personal/social development.

School Counselor Standards

- Developed by representative stakeholders
- Disseminated for public comment
- Final SBE approval in 2010

Standards Linked to Test Development

- MDE is developing a new School Counselor MTTC exam to reflect the state standards.
- Professionals from K-12, school counselors, college and university representatives were asked to complete the Content Validation Survey (CVS) as part of the process for the School Counselor MTTC exam.
- New test will be available in 2013 (replaces the current test that is almost 20 years old)

Standards Addressing Career and College Planning

- Standards are on website at http://www.michigan.gov/mde/0,4615,7-140-6530_5683_6368-24835--,00.html
- Three of the five major standards and 14 of the substandards address preparation for career and college planning.

Additional Resources

- In addition to career and college access resources available to school counselors, the following resources are available to parents and students as well:
 - Michigan Virtual University's CareerForward online module
 - MDE's website
 - www.knowhow2gomichigan.org
 - College Day and Night Programs
 - Career Fairs
 - Onsite Admissions

Additional Resources

- College Board Resources
- United States Department of Education
- FAFSA
- Michigan College Access Program

School Counselor Standards Related to Career and College Planning

Number	
1.0	Completion of coursework pursuant to section 1233(2) of 1976 PA 451, MCL 380.1233(2)(b), enabling a candidate to:
1.1.2	Articulate the role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school, and caregivers in the home and in the community to facilitate successful student development and achievement of all students (in accordance with the SBE Universal Education Vision and Principles);
1.1.5	Advocate for all students (in accordance with the SBE Universal Education Vision and Principles) and for effective school counseling programs;
1.1.6	Integrate developmental guidance curriculum into the total school curriculum to assist PreK-12 students in maximizing their academic, career, and personal/social development.
1.3	Understand vocational development theory, educational and occupational information for providing guidance information (MCL 380.1233(2)(1)(i)(C)), including the ability to:
1.3.1	Describe career development theories;
1.3.2	Engage in career development program planning, implementation, and evaluation;
1.3.3	Conduct career and educational planning, including post-secondary options such as college selection and school-to-work transitions; and
1.3.4	Apply knowledge of the role of diversity as it relates to educational and career planning.
1.4.1	Utilize individual and small group counseling approaches that promote school success through academic, career, and personal/social development;
1.5.2	Analyze and use data to improve student outcomes;
3.0	Understand technology in comprehensive guidance and counseling programs, including the ability to use technology to:
3.1	Facilitate career development and exploration activities with students;
3.2	Collect and analyze data related to student success
5.0	Completion of supervised clinical experiences (MCL 380.1233(2)(a)(i)(F), involving direct client contact:
5.1	For Preliminary Employment Authorization for School Counselor: Practicum supervised by credentialed school counselor or school counselor educator—100 clock hours, at least 40 of which must involve direct client contact; or
5.2	For NT Endorsement and School Counselor License programs: Internship supervised by credentialed school counselor or school counselor educator—600 clock hours, at least 300 of which must be in the school setting.